DOCUMENT RESUME

ED 278 974 CS 008 711

AUTHOR George, Yvetta; Schaer, Barbara
TITLE An Investigation of Imposed-Induced Imagery Methods on Kindergarten Children's Recall of Prose Content.
PUB DATE 19 Nov 86
NOTE 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Cognitive Style; *Drama; *Imagery; Kindergarten Children; Learning Processes; Literature Appreciation; Media Selection; Methods Research; Primary Education; Prose; Reading Research; *Recall (Psychology); *Storytelling; Teaching Methods; *Television
IDENTIFIERS *Prose Learning

ABSTRACT

To determine the most effective imagery method for facilitating kindergarten children's recall of prose content, a study investigated the effects of three mediums for presenting literature to children: storytelling, television, and dramatization. Subjects, 210 kindergarten students, were assigned to one of three gender-balanced treatment groups and told the story "The Old Black Witch" using the three respective methods of presentation. Subjects completed a four-item test of simple recall two-weeks later. Results indicated that dramatization and storytelling were significantly more effective in facilitating recall than was television. Analysis of gender differences in learning modes did not reveal significant differences. These findings supported the notion that modeling dramatization and storytelling are viable methods for stimulating children's imaginations, which ultimately leads to a higher cognitive level. (The "Old Black Witch" posttest is appended.) (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AN INVESTIGATION OF IMPOSED-INDUCED IMAGERY METHODS ON KINDERGARTEN CHILDREN'S RECALL OF PROSE CONTENT

ED278974

Yvetta George

Broward County, Florida Public School System

Barbara Schaer

Auburn University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

A Discussion Paper for Presentation at the Mid-South Educational Research Association Memphis, Tennessee, November 19, 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Yvetta George

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CS008711

AN INVESTIGATION OF IMPOSED-INDUCED IMAGERY METHODS ON KINDERGARTEN CHILDREN'S RECALL OF PROSE CONTENT

Yvetta George Barbara Schaer

The investigation of instructional methods to increase learning skills is a widely researched topic. However, in the field of literature and kindergarten retention, the method of presenting literature through dramatization has not been extensively researched. Creative drama has been described as child-oriented dramatic play, which includes pantomime, story dramatization, sensitivity exercises, and other structured activities that encourage children to relate new experiences to old, increase the range of associations of familiar words and objects, and add to their repertoire of adaptive responses (Lehr, 1985). Through the use of modeling dramatization, it often becomes necessary for children to use their imaginations to create images related to events in the story. It has been suggested that there is a cognitive skill of imagination, which may be associated with learning in general and social learning in particular, and one way that children might learn fantasy behavior is through the observation of models (Singer, 1973). A theory of imagery as applied to children's prose learning suggests that there are two types of imagery involved, imposed and induced (Levin, 1977). In a prose learning context, imposed imagery refers to experimenter-provided props, such as line drawings, photographs, slides, movies, or television that serve to represent the text pictorially for the learner. In contrast,

induced imagery refers to experimenter-suggested strategies that will eventuate in the learner generating such pictorial representations for him or herself via internal visual images. Other researchers have suggested that this dichotomy might be better conceptualized as a continuum (Guttman, Levin, & Pressley, 1976). The purpose of the present study was to investigate three literature mediums to determine the most effective method for facilitating children's recall of prose content; storytelling, television, and dramatization.

On one end of the imagery continuum, storytelling is perhaps the earliest form of induced imagery in the area of children's prose learning (Bryant, 1905; Tooze, 1959). Recent research and theory in comprehension have focused on the schemas or cognitive frameworks that guide children's understanding of story narrations (Stein & Glenn,1979). These schemas help to make sense of the story as it is told, and are developmental in nature (Poulsen,et al.,1979; Whaley, 1981). One of the advantages of storytelling is that children's imaginations are stimulated when there are no illustrations to show exactly what setting, objects, and characters look like, thus giving the listeners an opportunity to create mentally the pictures that make the story vivid and meaningful (Nessel, 1985).

On the other end of the imagery continuum, television viewing as an imposed imagery form is perhaps one of the most popular contemporary literary mediums for children's prose learning (Meringoff, et al., 1983). There are two opposing

theories regarding children's television viewing. One maintains that visual attention to television is reactive and passive, while, on the other hand, active theory puts control of viewing directly with the viewer, rather than with the television set (Anderson & Lorch, 1983). Numerous studies support the major premise of the active theory of television, which states that visual attention is guided by the ongoing process of comprehension (Anderson, et al., 1981; Krull & Husson, 1979). That is, when young children understand the content of the program, their visual attention to television is more likely to be maintained. Other studies in this area have found that processing, comprehending and retaining story content is developmental, with younger children having more difficulty than older children (Collins, 1983). Implications from these findings are that children's understanding and evaluation of television content are embedded in cognitive development and in the social experiences from which knowledge and expectations about persons and events are built.

Somewhere along the imagery continuum, there is a method of presenting literature to children which has not been extensively researched, that is, adult modeling story dramatization as a viable means of facilitating children's recall of prose content. In the present study, the three methods described above, that is, storytelling, television, and dramatization, were used to determine the most effective

imagery method for facilitating recall of prose content for kindergarten children.

Subjects:

Subjects in the study were 201 kindergarten students from four elementary schools. The sample was equally split by sex in all schools with 100 males and 101 females. Subjects were randomly assigned in each school by sex to one of three treatments so that equal proportions of males and females were represented in treatment group.

Method:

The treatment consisted of three methods of relating the story, The Old Black Witch (Devlin & Devlin, 1963), by the primary investigator: storytelling, a videotape, and live dramatization. A four item test of simple recall was administered two weeks after the treatments. The items consisted of a question and four multiple response line drawings. The test questions were read to the subjects in small groups and the subjects were instructed to mark the correct pictorial line drawing. Investigation of reliability of the instrument resulted in a coefficient alpha of 0.45 on this sample. Item analysis showed that all four items contributed significantly in discriminating between the three treatment groups.

Results:

The null hypothesis: there will be no significant difference between teaching methods on the total test scores following a two week test lag was analyzed with a one-way analysis of

variance with Scheffe' post hoc comparisons and was rejected at the .05 level of significance. Between groups of treatment resulted in an F ratio of 9.07 (df=2, 198, p=.002). The 70 students receiving the video presentation of the story scored significantly lower than the other two groups (X=2.27). The 68 students in the storytelling treatment (X=2.93) and the 63 students in the dramatization group (X=2.98) did not differ significantly from each other in recall scores. Post hoc analysis of gender differences in learning modes did not result in significant differences. Results supported the dichotomy theory rather than the continuum theory.

Discussion:

The results of this investigation as to which imagery method best facilitated kindergarten children's recall of prose content; storytelling, television, or dramatization, showed that dramatization and storytelling methods were significantly more effective in facilitating recall than the television method. Based on the literature, these results support the notion that modeling dramatization , as well as storytelling, are viable methods for stimulating children's imaginations, which ultimately leads to a higher cognitive level. On the other hand, the present study showed that television viewing did not effectively facilitate recall of prose content for kindergarten students. The question may be asked, "Was this due to the developmental level of the subjects, or to habituation of the medium?"

References:

Anderson, D.R., & Lorch, E.P. (1983). Looking at television: Action or reaction? In J. Bryant and D.R. Anderson (Eds.), Children's understanding of television:Research on attention and comprehension. New York: Academic Press.

Anderson, D.R., Lorch, E.P., Field, D.E., & Sanders, J. (1981). The effects of tv program comprehensibility on children's visual attention to television. Child Development, 52, 151-157.

Bryant, S.C. (1905). How to tell stories to children. Boston: Houghton Mifflin.

Collins, W.A. (1983). Interpretation and inference in children's television viewing. In J. Bryant and D.R. Anderson (Eds.), Children's understanding of television:Research on attention and comprehension. New York: Academic Press.

Devlin, W., & Devlin, H. (1963). Old black witch. New York: Parents Magazine Press.

Guttman, J., Levin, J.R., & Pressley, G.M. (1976). Strategies in reading comprehension:Pictures, partial pictures, and young children's oral prose learning. Working paper no.177 Madison:Wisconsin Research and Development Center for Cognitive Learning.

Krull, R., & Husson,W. (1979). Children's attention:The case of tv viewing. In E. Wartella (Ed.), Children communicating:Media and development of thought,speech,understanding. Beverly Hills,Calif.:Sage.

Lehr, F. (1985). Creative drama and language building. The Reading Teacher, May, 896-899.

Levin, J.R. (1977). Imagery processes in children's prose learning. A paper presented at The American Educational Research Association Conference in New York.

Merringoff, L.K., Vibbert, M.M., Char,C.C., Fernie,D.E., Banker, G.S., & Gardner, H. (1983). How is children's learning from television distinctive? Exploiting the medium methodologically. In D.R. Anderson and E.P. Lorch (Eds.), Children's understanding of television: Research on attention and comprehension. New York: Academic Press.

Nesell, D. (1985). Storytelling in the reading program. The Reading Teacher, Jan.,378-381.

Poulsen, D., Kintsch, E., & Kintsch, W. (1979). Children's comprehension and memory for stories. Journal of Experimental Child Psychology, 28, 379-403.

Singer, J.L. (1973). The child's world of make-believe. New York: Academic Press.

Stein, N.L., & Glenn,C.G. (1979). An analysis of story comprehension in elementary school children. In R.O. Freedle (Ed.), Advances in discourse processes,vol.II. Norwood, N.J.: Ablex.

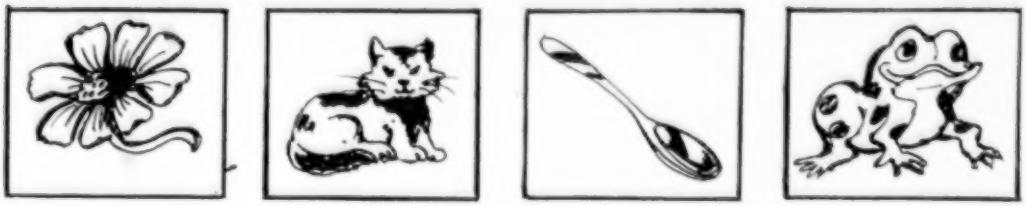
Tooze,R. (1959). Storytelling.Englewood Cliffs,N.J.:Prentice-Hall,Inc.

Whaley, J.F. (1981). Readers expectztions for story structure. Reading Research Quarterly, vol.17,no.1,90-114.

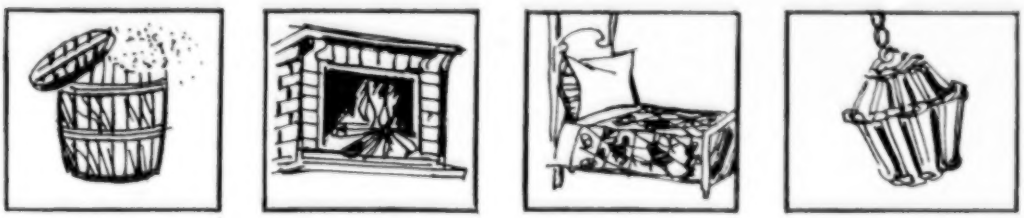
OLD BLACK WITCH TEST

(Mark an "X" on the correct answer)

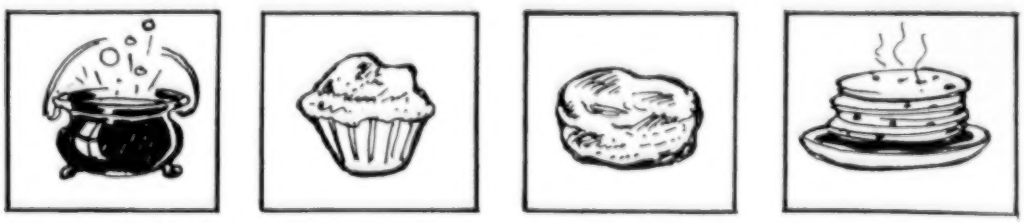
1. In the story, "The Old Black Witch", what did the witch have on her hat?



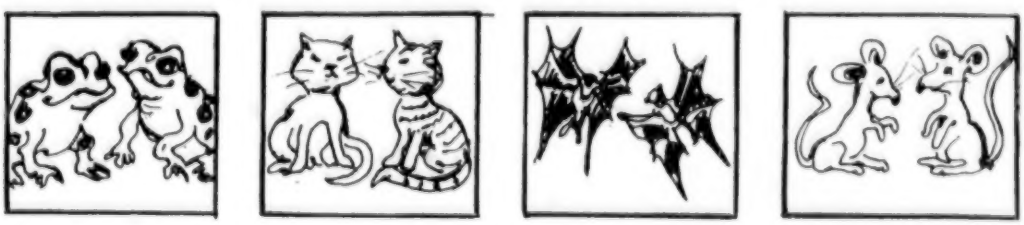
2. Where did the witch hide when the strangers came into her house?



3. What did the witch cook?



4. What did the witch turn the robbers into?



Name: _____ Age:_____

School:_____

Boy:____ Girl:____ (check one)